

Year 2 Spellings for *Term 2*

We are going to trial a new way of sending home spellings. Please help your child to learn these words. Try out some of the strategies on the back of this sheet



Go for Gold! Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Everyone should learn all the **Bronze** words each week. Some of you will be expected to learn the **Silver** and the **Gold** words too. Have a go at learning the words every night for a few minutes.

Every Friday we will check your progress. REMEMBER: Use the Look, Say, Cover, Write and Check Strategy!

Week beg:				
6 th November	13 th November	20 th November	27 th November	4 th December
BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn
did	say	well	fun	he's
how	way	may	sat	box
good	has	sea	duck	let
long	yes	cat	eggs	key
SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn
can't	going	never	still	first
more	play	new	many	work
these	gave	take	found	night
I'll	small	didn't	right	round
GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn
suddenly	different	another	which	everyone
mother	stopped	dragon	through	something
across	because	earth	couldn't	laughed
actually	busy	forwards	address	certain

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Use your eyes

- Look at the word. Is it short? Is it long? What else do you notice when you look at it?
- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

Use your hand

- Write the word in the air.
- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.



Use your brain

- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?

Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way
e.g. Wed-nes-day



Use your friend

- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger - can you feel and imagine the letters?
- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.

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